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ABSTRACT

A study was conducted at William Rainey Harper College (WRHC) to develop a profile of fall 1989 students, compare student and community demographic data, and analyze the percentage of community sub-groups served by the college. A random sample of 500 degree credit students (DCS's) and 300 non-degree credit students (NCS's) were surveyed, representing 3.5% and 2.9% of the total degree credit and non-credit student populations, respectively. Based on responses from 75.2% of the DCS's and 77.3% of the NCS's, combined with an analysis of 1980 census data, the study revealed the following: (1) 44% of the DCS's and 78% of the NCS's had some previous college experience before attending Harper; (2) 12% of the DCS's and 49% of the NCS's had a bachelor's degree before attending Harper; (3) 79% of the DCS's and 84% of the NCS's were employed full-time; (4) funding sources reported by DCS's included the student's own money (47%), parental funds (25%), spouses (12%), and employer contributions (11%); (5) funding sources reported by NCS's included the student's own money (63%), spouses (13%), employer contributions (11%), and parental funds (5%); (6) among DCS's, reported goals upon leaving Harper included transfer to a four-year institution (47%), getting a full-time job (13%), and remaining at the same job (11%); and (8) primary enrollment influences for DCS's included parents, friends or relatives, and the physical presence of the campus, while for NCS's, receipt of the semester schedule in the mail was a major influence. The survey instrument, cover letter, and data tables are included. (GFW)

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Office of Planning and Research

William Rainey Harper College

Student Characteristics as Compared to the Community Profile of Fall, 1989

Volume XIX, No. 4
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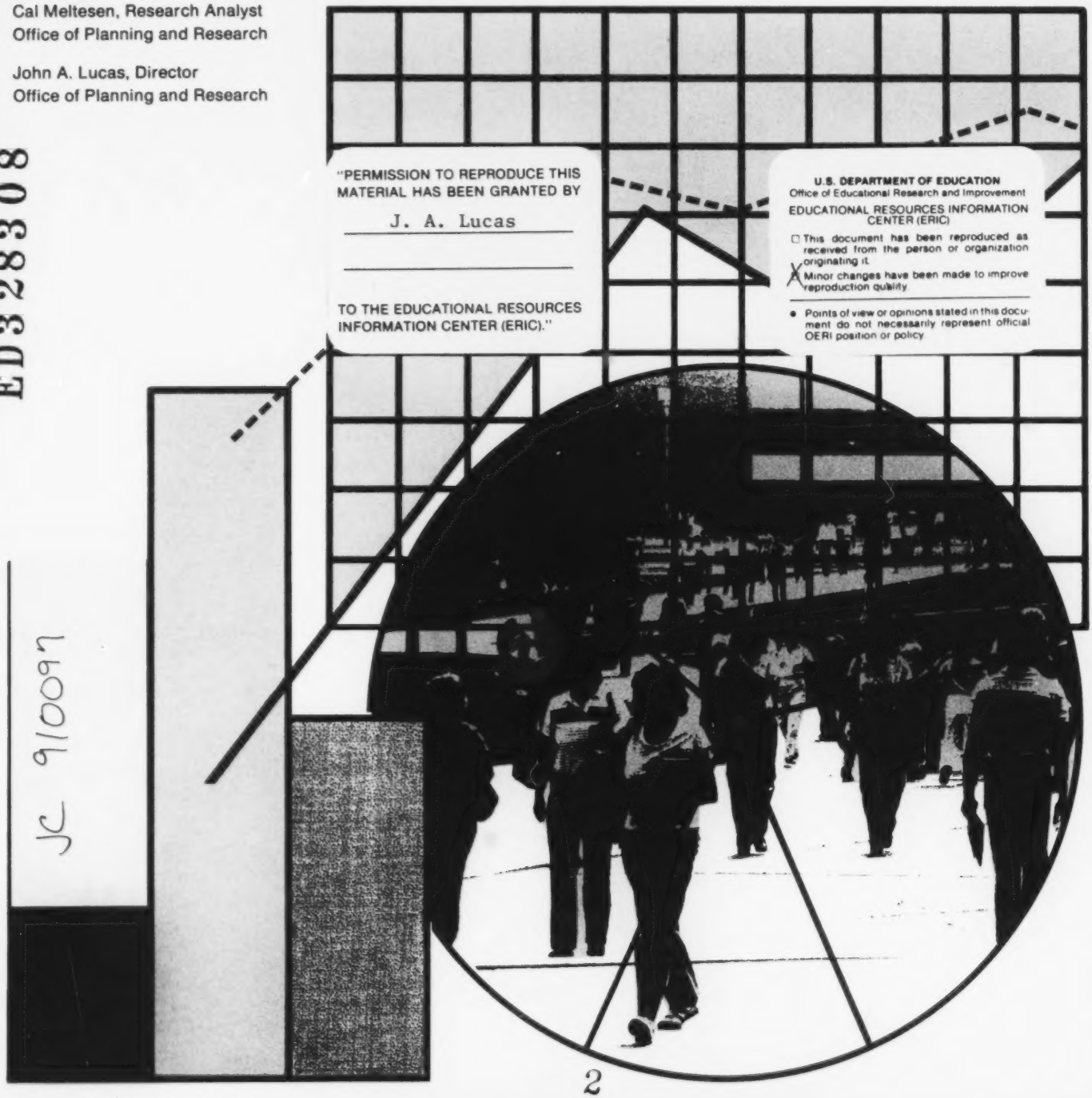

ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO PROVIDE A FALL 1989 STUDENT PROFILE FOR GENERAL INFORMATION PURPOSES. THE PROFILE CONTAINS SOME DATA WHICH IS NOT AVAILABLE ON THE AUTOMATED STUDENT DATA FILE. IN ADDITION, THIS REPORT ANALYZES HARPER'S MARKET OUTREACH. RANDOM SAMPLES OF 500 DEGREE CREDIT STUDENTS (3.5% OF THE TOTAL CREDIT STUDENT POPULATION) AND 300 NON-DEGREE CREDIT STUDENTS (2.9% OF THE TOTAL NON-DEGREE CREDIT POPULATION) WERE SURVEYED BY MAIL. RESPONSE RATES OF 75 PERCENT FOR DEGREE CREDIT AND 77 PERCENT FOR NON-DEGREE CREDIT STUDENTS WERE OBTAINED. AUTOMATED STUDENT DATA WAS GATHERED ALONG WITH COMMUNITY DEMOGRAPHIC DATA.

AN ANALYSIS OF THIS DATA LED TO THE FOLLOWING CONCLUSIONS: MOST OF THE DEMOGRAPHIC FACTORS CONTINUE TO REMAIN FAIRLY CONSTANT THROUGH THE YEARS. THE ENROLLMENT OF DEGREE CREDIT STUDENTS INCREASED BY 3.4 PERCENT IN 1989 AND FOR NON-DEGREE CREDIT STUDENTS, ENROLLMENT INCREASED BY 3.8 PERCENT. DUE TO THE INCREASE IN ENROLLMENT, THE PERCENT OF POPULATION ENROLLED DID NOT DECREASE AS IT HAS IN RECENT STUDIES, BUT REMAINED CONSTANT WITH 1988. THE PERCENT OF BOTH DEGREE CREDIT AND NON-DEGREE CREDIT STUDENTS ENROLLED FROM THE BARRINGTON AREA COMPARED TO ITS POPULATION CONTINUES TO EXCEED THE PALATINE AND SCHAUMBURG AREA FOR THE SECOND YEAR. MOST OF THE FACTORS CONCERNING STUDENTS DID NOT CHANGE MUCH WHEN COMPARED TO 1988. THE NUMBER OF STUDENTS WHO WILL CONTINUE TO USE HARPER FOR PERSONAL DEVELOPMENT AFTER THEY LEAVE HARPER REMAINS HIGH. IT WAS NOT SURPRISING TO FIND MOST DEGREE CREDIT STUDENTS COME TO HARPER WITHOUT A BACHELOR'S DEGREE AND THEY INTEND TO TRANSFER TO A FOUR-YEAR SCHOOL OR ENROLL IN A CAREER PROGRAM. IN CONTRAST, THE NON-DEGREE CREDIT STUDENT, MANY OF WHOM HAVE OBTAINED AT LEAST A BACHELOR'S DEGREE, ENROLL AT HARPER TO TAKE COURSES FOR GENERAL INTEREST.

CURRENTLY MORE THAN ONE OUT OF THREE CONTINUING EDUCATION STUDENTS PLAN TO ATTEND HARPER FOR MORE THAN THREE YEARS. IN REVIEW OF PRIOR STUDIES, THERE IS A TREND TOWARD THESE STUDENTS STAYING AT HARPER FOR MORE YEARS THAN THEY DID IN THE PAST. A NEW DEVELOPMENT FOUND IN THIS YEAR'S STUDY REFLECTS AN INCREASE IN THESE STUDENTS FINANCING THEIR EDUCATION FROM LOANS. PRIOR TO THIS YEAR ONLY 0.3 PERCENT OF THEIR EDUCATION WAS FINANCED THROUGH LOANS. IN ADDITION, WHEN THESE STUDENTS WERE ASKED WHAT MOST CONVINCED THEM TO ATTEND HARPER, 10 PERCENT SAID COST. THIS WAS THE FIRST TIME COST WAS RATED AS ONE OF THE TOP FIVE REASONS FOR ATTENDING HARPER.

THE NUMBER OF STUDENTS USING CAR POOLS OR PUBLIC TRANSPORTATION AS A MEANS OF GETTING TO HARPER CONTINUES TO BE LOW. INTEREST IN THESE FORMS OF TRANSPORTATION CONTINUES TO BE LOW. THE PRESENCE OF THE CAMPUS, THE INFLUENCE OF FRIENDS AND RELATIVES AND THE SEMESTER SCHEDULE CONTINUE TO BE THE MAJOR FACTORS IN FIRST GETTING RESIDENTS' ATTENTION. THE MAJOR FACTORS WHICH ACTUALLY ATTRACT STUDENTS TO ENROLL AT HARPER CONTINUE TO BE FRIENDS AND RELATIVES, CONVENIENCE AND THE AVAILABILITY OF SPECIFIC PROGRAMS AND OFFERINGS. DIRECT MAILING TO RESIDENTS' HOMES ONCE AGAIN PROVE TO BE MUCH MORE IMPORTANT FOR ATTRACTING NON-DEGREE CREDIT STUDENTS THAN DEGREE CREDIT STUDENTS.

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PURPOSE

The purpose of this study was to provide a fall 1989 student profile for general information purposes. This profile contains some data which is not available on the automated student data file. In addition, this study compares student data with community demographic data including actual 1980 census data and allows an analysis of the percentage of various subgroups of the community reached by Harper. This study is part of the institution's outreach efforts to study Harper students and to use the data to help the institution better serve the needs of these groups.

POPULATION SURVEYED

Among the degree credit students a random sample of 500 students was chosen representing 3.5 percent of the total of 14,322 degree credit students enrolled in the fall of 1989. Similarly, a random sample of 300 non-degree credit students was selected which represents 2.9 percent of this non-degree credit population of 10,393 students. Responses were received from 376 of the 500 degree credit students for a return rate of 75 percent. Likewise, 232 of the 300 non-degree credit students answered the survey for a 77 percent response rate.

	Degree Credit Students		Non-Degree Credit Students	
	Number	Response Percent	Number	Response Percent
Mail Responses	298	59.6	194	64.7
Telephone Responses	78	15.6	38	12.7
Total Responses	376	75.2	232	77.3
Refused to Answer	5	1.0	12	4.0
Non-forwardable	10	2.0	3	1.0
Could not reach by telephone	109	21.8	53	17.7
Total Non-responses	124	24.8	68	22.7
Total Sample	500	100.0	300	100.0

In looking at data from respondents, non-respondents and the whole Harper population, it should be noted that full-time students are under represented in the degree credit sample.

METHOD USED

The instrument shown in the appendix is somewhat similar to the one developed for the 1974 survey and used in subsequent surveys. This survey was mailed to the previously described sample with a pre-addressed, stamped, return envelope. After three weeks, those who did not respond were sent a second survey. After another three weeks, some of the information was gathered over the telephone from those who still had not responded. Some information was gathered from Harper's student data system and still other data was obtained from the actual 1980 census data for the Harper District.

DISCUSSION OF RESULTS

In examining the demographic patterns among students, it appears that since the late '70s the proportion of males has remained fairly constant below the 50 percent mark. Other than 1988, the non-degree credit males enrollment run close to 30 percent. Considering educational backgrounds students bring to Harper, about 44 percent of the degree credit students have some college and 12 percent already have at least a bachelor's degree. Among non-degree credit students, 78 percent have had some college while 49 percent have at least a bachelor's degree. This continues to be much higher than the general population of the district where 26 percent have a bachelor's degree. Therefore it is not surprising to find when students were asked their principal purpose in enrolling at Harper, 40 percent of the degree credit students said to enroll in a baccalaureate oriented program in order to transfer to a four-year school and another 23 percent enrolled in a specific career program. In contrast the non-degree credit students are mostly enrolling at Harper to take courses for general interest (65%). The principal purpose for students attending Harper has remained consistent each year. The average age of degree credit students has remained fairly stable over the last 10 years at about 27 years of age while the average age of non-degree credit students is 41, slightly higher than 1987 and 1988. Among non-degree credit students, 33 percent are single which is similar to previous years.

Of keen interest to those involved with outreach efforts of Harper College is the distribution of student residences. Overall, 1.5 percent of the district population was enrolled in degree programs at Harper during the fall of 1989. This percentage has been fairly stable since 1985. Again, the Barrington area had the highest enrollment rate with about 3.6 percent enrolled. Schaumburg and Palatine Townships had 3.3 and 3.1 percent enrolled. This is the second year in a row that Barrington Township exceeded both Schaumburg and Palatine, who were the leaders prior to 1988. Wheeling had a percentage lower than 2 percent at 1.4 percent of the population enrolled.

With regard to continuing education offerings, Harper enrolled about 1.7 percent of the district population. Barrington continues to provide the highest percentage of its population attending Harper at 3.4 percent. For the last two years, Barrington has been above 3.0 percent. Palatine Township had 2.1 percent attending while Schaumburg Township had 1.8 percent enrolled. Elk Grove and Wheeling Townships had 1.3 percent of their population attending non-degree credit programs at Harper.

The proportion of students enrolling was 66 percent day and 34 percent evening for degree credit students and 41 percent day and 59 percent evening for non-degree credit students. Less than 1 percent of the degree credit students, 4 percent of the non-degree credit students are enrolled on the weekend. The latter percentage is up from the 2 percent last year, but it still is less than the prior years. Slightly less than 3 percent of the degree credit students and 21 percent of the non-degree credit students are enrolled off campus. Despite continual efforts to increase enrollment at off-campus locations little progress has been made in this area.

When asked about their employment status 79 percent of the degree credit students indicated they were employed full time while 10 percent said they were homemakers. This latter figure is representative of the years prior to 1988. Responses to the question also showed 21 percent were employed full time on semiprofessional jobs, and 11 percent on semiskilled jobs. Around 7 percent of the degree credit students were employed full time in executive management positions. Among non-degree credit students, 84 percent were employed full time with 15 percent in semiprofessional jobs, 21 percent in professional jobs and 14 percent in executive management positions. The average income of degree credit students employed full time, who are independent of parents, was $26,280. This represents a 7 percent increase from last year, but still under the 1987 earnings. Non-degree credit students employed full time earned an average salary of $45,100, a 4 percent drop from 1988, but in line with studies prior to 1988. The average salary of the

parents of dependent students is $54,800. These average salaries are comparable to the $50,600 average family income in the northwest suburbs as surveyed by the Daily Herald in 1986.

Students were once again asked to reveal their source of funds for financing their education at Harper. For degree credit students, 47 percent of the cost was funded by the student's money, 25 percent by parents' funds, 12 percent by a spouse, and 11 percent by employer contributions. Another 5 percent was funded by scholarships, veteran benefits and loans. This group showed more funding was provided by parents and spouses and less by employer contributions than in prior years. Among non-degree credit students, 63 percent of the cost was funded by the students themselves, 13 percent by a spouse, 11 percent by employer contributions and 5 percent from parents. In contrast to prior years, more of these students are financed by loans (5% compared to the 0.3 % average for the last several years).

In discussing their plans for the future when they leave Harper, 47 percent of the degree credit students plan to transfer while 13 percent plan to get a full-time job and 11 percent will continue on the same job. Almost 11 percent will continue to use Harper for personal development, lower than last year, but similar to prior years. One-third of the non-degree credit students will continue on the same job and over 40 percent will continue to use Harper for personal development. Less than one-tenth of the non-degree credit students plan to change their lives by getting a better job or a promotion. Close to 8 percent of these students plan to transfer to another school. Some 16 percent of the degree credit students said they plan to stay more than 3 years, slightly less than last year's percentage. For non-degree credit students, 37 percent plan to stay more than 3 years. No prior year had a percentage close to this figure. Since the '70s there is a steady increase in the trend of non-degree credit students planning to attend Harper for more than 3 years.

The two primary means by which degree credit students first hear about Harper continue to be parents, friends, or relatives (39%) and the physical presence of the campus (24%). The percentage hearing about Harper for the first time through the semester schedule received in the mail was 6 percent. This percentage continues to be low which is good in that prospective students have already heard about Harper when they receive the schedule. Among continuing education students, the primary means by which they first learn about Harper continues to be the physical presence of the campus (31%), friends and relatives (19%), the semester schedule (12%) and newspaper articles or advertising (9%).
When asked what most convinced them to attend Harper, degree credit students gave as the principal factors parents, friends or relatives (23%), followed closely by convenience (20%). These two factors continue to be the most cited as in previous years; however, the percentage of students attending Harper because it is convenient fluctuates significantly from year to year. Other important factors for attending Harper are the fact that they could enroll in a specific program (13%), low cost (8%), and to broaden knowledge base (7%). Similar responses were provided by the non-degree credit students, but they also cited the semester schedule received in the mail as an important factor. The inclusion of cost as one of the top 5 factors was a first for continuing education students.

The greatest sources of information about Harper for degree credit students continue to be the College catalog (45%), the College semester schedule (26%), brochures or letters received in the mail (26%), counselors at Harper (22%), the faculty (25%), and other students (24%). Over 18 percent found the information they needed on their own. Among non-degree credit students the four top sources of information about Harper continue to be the College semester schedule (37%), brochures or letters received in the mail (34%), the College catalog (32%), and newspaper releases (20%). Less than 2 percent of both degree or non-degree credit students said they did not receive enough information.

DISCUSSION OF RESULTS (continued)

Only 3 percent of the degree credit students and 6 percent of the non-degree credit students do not drive themselves to the campus. Among degree credit students, less than 1 percent car pool, 1-1/2 percent ride with someone else and less than 1 percent ride a bus. About 3 percent of the non-degree credit students ride with someone else and 2 percent of the non-degree credit students ride with someone else and 2 percent use a company van/car. Only 7 percent of the degree credit students and 4 percent of the non-degree credit students indicated an interest in bus service. This percentage remains fairly constant when compared to previous studies. Interest in car pooling also continues to be low as less than 3 percent of both degree and non-degree credit students are interested.

MAJOR CONCLUSIONS

Most of the demographic factors continue to remain fairly constant through the years. The enrollment of degree credit students increased by 3.4 percent in 1989 and for non-degree credit students, enrollment increased by 3.8 percent. Due to the significant increase in enrollment, the percent of population enrolled did not decrease as it has in recent studies, but remained constant with 1988. The percent of both degree credit and non-degree credit students enrolled from the Barrington area compared to its population continues to exceed the Palatine and Schaumburg area for the second year in a row. Most of the factors concerning students did not change much when compared to 1988. The number of students who will continue to use Harper for personal development after they leave Harper remains high. To no one's surprise most degree credit students come to Harper without a bachelor's degree and they intend eventually to transfer to a four-year institution or enroll in a career program. In contrast the non-degree credit students, many of whom have obtained at least a bachelor's degree, enroll at Harper to take courses for general interest.

Currently more than 1 out of 3 continuing education students plan to attend Harper for more than 3 years. In review of prior studies, there is a trend toward these students staying at Harper for more years than in the past. A new development found in this year's study reflects an increase in these students financing their education from loans. Over 5 percent of the continuing education funding was from loans. Prior to this year only 0.3 percent of their education was financed through loans. In addition, when these students were asked what most convinced them to attend Harper, 10 percent said cost. This was the first time cost was rated as one of the top five reasons for attending Harper.

The number of students using car pools or public transportation as a means of getting to Harper continues to be very low. Interest in these forms of transportation continues to be very low. The presence of the campus, the influence of friends and relatives and the semester schedule continue to be the major factors in first getting residents' attention. The major factors which actually attract students to enroll at Harper continue to be friends and relatives, convenience and the availability of specific programs and offerings. Direct mailings to residents' homes once again prove to be much more important for attracting non-degree credit students than degree credit students.

COMPARISON OF RESPONDENTS WITH SAMPLE AND POPULATION

Degree Credit

	Total Sample				Total Student Population			
	1986	1987	1988	1989	1986	1987	1988	1989
Male	35.0	23.8	43.2	41.8	43.1	43.2	42.1	42.3
Female	65.0	76.2	56.8	58.2	56.9	56.8	57.9	57.7
Under 21	34.6	33.1	34.1	36.0	36.1	36.3	37.7	38.0
21 and Over	65.4	66.9	65.9	64.0	63.9	63.7	62.3	62.0
Full Time	26.4	24.0	27.2	26.0	29.9	31.1	32.1	32.7
Part Time	73.6	76.0	72.8	74.0	70.1	68.9	67.9	67.3
Day	35.2	41.0	38.0	41.8	64.7*	65.0*	64.9*	65.5*
Evening	45.0	42.5	46.8	39.4	35.3*	35.0%	35.1*	34.5*
Combined	17.8	14.4	15.0	18.5				
Weekend	2.0	2.1	.2	.4				

Non-Degree Credit

	Total Sample				Total Student Population			
	1986	1987	1988	1989	1986	1987	1988	1989
Male	26.3	34.0	38.3	38.0	31.4	30.0	39.2	32.8
Female	73.7	66.0	61.7	62.0	68.6	70.0	60.8	67.2
Under 21	6.4	6.3	6.5	5.2			9.6	7.0
21 and Over	93.6	93.7	93.5	94.8			90.4	93.0
Full Time	0	.3	0	2.0			0	0
Part Time	100.0	99.7	100.0	98.0			100.0	100.0
Day	18.0	21.7	25.7	25.8	38.3*	42.8*	36.4*	41.2*
Evening	64.7	61.7	65.7	65.2	61.7*	57.2*	63.6*	58.8*
Combined	8.0	10.0	6.7	5.0				
Weekend	9.3	6.6	2.0	4.0				

*Percent of Student Credit Hours

GEOGRAPHIC LOCATION OF STUDENTS

Degree Credit

Location	1986 PCT of Population Enrolled at Harper	1987 PCT of Population Enrolled at Harper	1988 PCT of Population Enrolled at Harper	1989 Harper Students	1989 Popu-lation	1989 PCT of Population Enrolled at Harper
Barrington Unit School District	2.60	2.29	3.70	960	26,800	3.58
Schaumburg	3.19	3.33	3.21	4,001	123,228	3.25
Palatine Township	2.94	3.13	2.73	3,104	101,190	3.07
Elk Grove Township	1.86	1.98	1.92	2,294	93,834	2.44
Wheeling Township	2.43	2.03	1.82	2,106	150,218	1.40
Total District	2.61	2.56	2.47	12,465	495,270	2.52
Number Out-of-District	1,516	1,637	1,770	1,857		
Percent Out-of-District	11.2	12.1	12.7	13.0		
Villages						
Palatine	5.19	5.11	5.48	2,002	40,000	5.01
Hoffman Estates	3.13	3.18	3.47	1,648	44,734	3.68
Schaumburg	2.80	3.03	3.98	2,364	68,000	3.48
Rolling Meadows	2.76	2.82	3.42	664	21,861	3.04
Hanover Park*	3.18	2.60	3.85	323	10,888	2.97
Elk Grove Village	2.80	2.57	2.73	909	33,205	2.74
Des Plaines*	2.32	2.45	2.66	184	12,398	1.48
Arlington Heights	2.52	2.31	3.07	1,744	71,614	2.44
Buffalo Grove*	2.02	2.11	1.79	424	19,092	2.22
Prospect Heights	2.26	2.04	2.00	210	13,700	1.53
Mount Prospect	2.07	2.00	2.15	1,075	56,900	1.89
Wheeling	2.03	1.80	2.06	520	26,276	1.98

*Only portion which is in-district

GEOGRAPHIC LOCATION OF STUDENTS
Non-Degree Credit

Location	1986 Percent of Population Enrolled at Harper	1987 Percent of Population Enrolled at Harper	1988 Percent of Population Enrolled at Harper	1989 Harper Students	1989 Population	1989 Percent of Population Enrolled at Harper
Barrington Unit School District	2.14	2.27	3.85	910	26,800	3.40
Palatine Township	1.90	2.01	2.10	2,099	101,190	2.07
Schaumburg Township	1.83	1.77	1.55	2,227	123,228	1.81
Wheeling Township	1.37	1.44	1.48	2,031	150,218	1.35
Elk Grove Village Township	1.33	1.47	1.02	1,232	93,834	1.31
Total In-District	1.63	1.70	1.67	8,499	495,270	1.72
No. Out-of-District	1,487	1,624	1,839	1,894		
PCT Out-of-District	16.5	17.1	18.4	18.2		
Villages						
Palatine	3.48	3.72	4.45	1,421	40,000	3.55
Schaumburg	1.67	1.91	2.39	1,117	68,000	1.64
Rolling Meadows	2.04	1.90	2.16	504	21,861	2.31
Arlington Heights	1.53	1.77	2.17	1,316	71,614	1.84
Hoffman Estates	1.62	1.63	1.64	897	44,734	2.01
Elk Grove Village	1.21	1.51	1.30	359	33,205	1.08
Wheeling	1.47	1.49	1.48	453	26,276	1.72
Prospects Heights	1.54	1.22	1.77	220	13,700	1.61
Mount Prospect	1.27	1.19	1.47	754	56,900	1.33
Des Plaines*	.80	1.07	.85	176	12,398	1.42
Buffalo Grove*	1.24	.87	1.24	247	19,092	1.29
Hanover Park*	.59	.65	1.03	149	10,888	1.37

*Only portion which is in-district

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Degree Credit Enrollment - Males

Age	Fall Enrollment			Population*			Percent Enrolled		
	1987	1988	1989	1987	1988	1989	1987	1988	1989
17 or Below	0	24	29	3,788	3,532	3,121	0	.68	.94
18	1,084	588	735	3,627	3,756	3,466	29.89	15.65	21.21
19	296	828	1,235	3,251	3,315	3,392	9.10	14.98	36.40
20-21	1,330	959	1,352	7,392	7,062	6,981	17.99	13.58	19.37
22-25	986	1,007	1,147	15,440	14,458	14,945	6.39	6.97	7.67
26-35	1,528	1,487	970	39,077	43,497	44,964	3.91	3.42	2.16
36-45	443	792	412	32,793	37,099	38,350	1.35	2.13	1.07
46-55	99	228	118	23,927	27,522	28,450	.41	.83	.41
Over 55	98	84	59	42,174	44,315	45,809	.23	.19	.13
	5,864	5,960	6,056	171,469	184,556	189,477	3.42	3.25	3.20
Average Age	26.0	27.3	24.3						

Degree Credit Enrollment - Females

17 or Below	40	31	116	3,549	3,309	2,923	1.13	.94	3.97
18	1,273	773	551	3,458	3,581	3,304	36.81	21.59	16.68
19	566	1,088	957	3,698	3,770	3,858	15.31	28.86	24.81
20-21	990	1,262	1,334	7,255	6,931	6,851	13.65	18.21	19.47
22-25	1,172	1,325	1,102	16,129	15,104	15,613	7.27	8.77	7.06
26-35	1,798	1,956	1,682	40,520	45,103	46,624	4.44	4.34	3.61
36-45	1,313	1,041	1,740	33,354	37,733	39,005	3.94	2.76	4.46
46-55	445	300	522	23,277	26,775	27,678	1.91	1.12	1.89
Over 55	81	110	261	51,664	54,287	56,117	.16	.20	.47
	7,678	7,886	8,266	182,904	196,593	201,974	4.20	4.01	4.09
Average Age	28.7	27.4	29.7						

*Population by age is taken from 1980 census and projected by NIPC.

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Non-Degree Credit Enrollment - Male

	Fall Enrollment			Population			Percent Enrolled		
	1987	1988	1989	1987	1988	1989	1987	1988	1989
19 and Below	148	207	62	10,666	10,603	10,005	1.39	1.95	.62
20-21	30	78	62	7,392	7,062	6,981	.41	1.10	.89
22-25	118	526	310	15,440	14,458	14,945	.76	3.64	2.07
26-35	1,095	917	1,209	39,077	43,497	44,964	2.80	2.11	2.69
36-45	563	891	651	32,793	37,099	38,350	1.72	2.40	1.70
46-55	385	656	372	23,927	27,522	28,450	1.50	2.38	1.31
Over 55	503	561	744	42,174	44,315	45,809	1.19	1.27	1.62
	2,842	3,836	3,410	171,469	184,556	189,504	1.66	2.08	1.80
Average Age	39.6	38.6	40.2						

Non-Degree Credit Enrollment - Female

19 and Below	248	335	388	10,705	10,660	10,059	2.32	3.14	3.86
20-21	213	124	155	7,255	6,931	6,851	2.94	1.80	2.26
22-25	922	847	698	16,129	15,104	15,613	5.72	5.61	4.47
26-35	2,091	1,478	1,668	40,520	45,103	46,624	5.16	3.28	3.58
36-45	1,702	1,434	1,397	33,354	37,733	39,005	5.10	3.80	3.58
46-55	851	1,058	1,358	23,277	26,775	27,678	3.66	3.95	4.91
Over 55	638	904	1,319	51,664	54,287	56,117	1.23	1.66	2.35
	6,665	6,180	6,983	182,904	196,593	201,947	3.64	3.14	3.46
Average Age	37.1	38.6	40.8						

*Population by age is taken from 1980 census and projected by NIPC.

	Degree Credit			Non-Degree Credit		
	1987 PCT	1988 PCT	1989 PCT	1987 PCT	1988 PCT	1989 PCT
Class Load						
Full Time	24.0	27.2	26.0	.3	0	2.0
Part Time	76.0	72.8	74.0	99.7	100.0	98.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	500	500	500	300	300	300
When Students are Enrolled						
Day Only	41.0	38.0	41.8	21.7	25.7	25.8
Evening Only	42.5	46.8	39.4	61.7	65.7	65.2
Weekends Only	2.2	.2	.4	6.6	2.0	4.0
Mixture of Times	14.4	15.0	18.5	10.0	6.7	5.0
Portion of Class Hours In Day	49.3	47.4	65.8	25.6	28.6	53.1
Portion of Class Hours In Evening	49.0	52.1	32.9	65.7	69.4	30.3
Portion of Class Hours On Weekend	1.7	.5	1.3	8.7	2.0	16.6
Number Responding	500	500	500	300	300	300
Where Students are Enrolled						
Main Campus	93.8	95.6	97.1	71.0	69.7	78.6
Barrington High School	.2	.6	0	5.7	6.0	3.9
Schaumburg High School	.5	.2	0	.3	.6	0
Northeast Center	3.9	2.6	2.1	21.1	21.7	16.5
Other Locations	1.6	1.0	.8	1.9	2.0	1.1
Enrolled at Main Campus Only	92.4	93.2	93.8	69.0	68.3	74.7
Enrolled at One Location Only - Other than Main Campus	5.1	3.2	2.8	26.2	29.4	20.3
Enrolled at More Than One Location	2.5	3.6	3.4	4.8	2.3	5.0
Number Responding	500	500	500	300	300	300
DEMOGRAPHIC FACTORS OF STUDENTS						
Sex						
Male	23.8	43.2	41.8	34.0	38.3	38.0
Female	76.2	56.8	58.2	66.0	61.7	62.0
Number Responding	500	500	500	300	300	300
Marital Status						
Single	58.5	58.7	59.8	31.1	32.7	32.9
Married	34.5	32.4	32.2	54.8	54.4	52.6
Divorced or Separated	6.5	7.8	6.6	9.7	10.5	9.6
Widow or Widower	.5	1.1	1.4	4.4	2.4	4.8
Number Responding	383	373	348	228	300	228

Age	Degree Credit 1987	1988	1989	Non-Degree Credit 1987	1988	1989
Below 16	0	0	0	1.8	4.8	1.4
16	0	0	.2	.4	0	0
17	.4	.4	.8	1.4	0	1.0
18	17.1	9.8	9.0	.4	.3	.3
19	6.8	13.8	15.3	.4	.3	1.4
20	8.8	10.0	10.8	2.1	1.0	1.0
21	6.4	6.0	7.9	.4	1.0	1.0
22 - 25	15.7	16.8	15.7	10.5	13.7	9.7
26 - 30	13.8	14.4	10.2	19.3	12.3	16.6
31 - 35	10.2	10.0	8.4	14.4	11.6	11.7
36 - 45	14.8	13.2	15.1	23.6	23.2	19.7
46 - 55	4.8	3.8	4.5	13.0	17.1	16.2
56 - 65	1.2	1.0	1.4	8.8	8.5	10.3
Over 65	0	.2	.8	3.5	6.1	9.7
Number Responding	499	499	491	284	293	290
Average Age	27.6	27.2	27.6	37.3	39.3	40.6
PCT Under 21 Years of Age	33.1	34.0	36.0	6.5	6.4	5.2
Children of Students						
Have no Children	60.3	65.0	63.4	42.4	38.3	36.2
Have Preschoolers at Home	7.8	7.1	8.3	9.4	10.4	6.7
Have School Age Children at Home	18.1	14.8	14.0	20.4	18.3	15.0
Have Post High School Youth at Home	8.3	5.7	6.3	8.6	10.0	11.8
Have Children Who Have Left Home	5.5	7.4	8.0	19.2	23.0	30.3
Number Responding	436	406	399	245	230	254
Present Full-Time Occupation						
Semiprofessional, Technical	25.9	29.4	20.9	24.5	23.1	24.6
Students not Employed Full Time	28.0	26.6	27.0	3.9	3.3	5.3
Semiskilled	8.9	10.0	11.4	6.1	4.4	4.2
Professional	5.3	7.0	6.8	17.2	26.3	20.8
Supervisor or Public Official	4.1	5.3	3.4	5.2	5.3	4.8
Homemaker and Student	9.4	5.2	9.5	10.5	8.8	10.3
Managerial or Executive	6.5	5.1	6.5	18.9	15.6	14.0
Sales Professional	2.8	3.7	5.7	6.1	7.7	10.5
Skilled Trade	3.5	3.2	4.5	1.8	1.8	3.1
Unskilled	3.5	2.9	3.0	2.2	1.1	0
Small Business Owner	1.0	1.6	1.2	3.6	2.6	2.4
Number Responding	398	374	368	229	227	228

Financial Independence From Parents	Degree Credit 1987	1988	1989	Non-Degree Credit 1987	1988	1989
Not Independent -Live with Parents	33.8	33.1	35.7	6.6	5.3	8.9
Independent -Live with Parents	10.2	12.8	13.3	3.6	6.8	9.4
Independent -Live away from Parents	56.0	54.1	51.0	89.8	87.8	81.7
Number Responding	384	368	347	226	206	202

Income of Students Who Are Independent of Parents

	PCT. 1987	PCT. 1988	PCT. 1989	PCT. 1987	PCT. 1988	PCT. 1989
Less than $5,000	23.6	21.2	25.5	5.8	2.6	5.6
$ 5,000 to $ 7,499	6.9	7.4	8.2	1.6	.5	1.5
$ 7,500 to $ 9,999	4.6	4.3	5.5	1.0	.5	1.0
$ 10,000 to $ 11,999	3.7	4.9	4.2	2.6	1.0	1.5
$ 12,000 to $ 14,999	5.2	4.0	3.0	3.7	2.6	3.6
$ 15,000 to $ 19,999	4.9	11.1	7.6	5.2	6.7	8.7
$ 20,000 to $ 24,999	7.5	7.7	7.9	8.4	8.8	8.7
$ 25,000 to $ 29,999	8.0	11.1	7.9	9.9	9.3	8.2
$ 30,000 to $ 34,999	5.5	4.0	3.3	8.9	9.3	6.1
$ 35,000 to $ 39,999	4.9	6.0	4.2	7.9	9.3	2.0
$ 40,000 to $ 49,999	11.5	8.3	4.8	12.0	16.6	16.8
$ 50,000 to $ 59,999	5.7	3.7	7.6	9.4	10.4	14.3
$ 60,000 to $ 69,999	2.6	1.7	3.6	7.9	5.7	4.6
$ 70,000 to $ 79,999	1.4	1.7	1.5	5.2	5.2	4.1
$ 80,000 to $100,000	1.7	1.7	3.0	3.7	4.7	8.2
$100,000 to $150,000	2.3	.6	1.2	6.8	4.7	3.6
Over $150,000	--	.6	.9	--	2.1	1.5
	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	348	350	330	191	193	196

	Degree Credit 1987	1988	1989	Non-Degree Credit 1987	1988	1989
Median Income	$20,865	$18,780	$17,300	$37,000	$39,584	$41,682
Mean Income	$27,280	$24,523	$26,282	$44,447	$47,005	$45,102
PCT Over $25,000	43.6	39.4	38.2	71.7	77.3	69.4

Income of Parents of Dependent Students	1985	1986	1987	1988	1989
Less than $5,000	2.1	0	3.8	3.9	6.5
$ 5,000 to $ 8,999	0	0	0	2.6	3.2
$ 9,000 to $ 12,999	4.2	1.9	1.9	2.6	1.1
$ 13,000 to $ 16,999	8.3	7.5	1.9	2.6	1.1
$ 17,000 to $ 20,999	0	1.9	7.7	1.3	1.1
$ 21,000 to $ 24,999	4.2	3.8	0	3.9	2.2
$ 25,000 to $ 29,999	6.3	3.8	5.8	1.3	9.7
$ 30,000 to $ 34,999	10.4	9.4	5.8	11.6	6.5
$ 35,000 to $ 39,999	8.3	5.6	17.3	7.8	8.6
$ 40,000 to $ 49,999	29.2	20.7	9.6	22.1	11.8
$ 50,000 to $ 59,999	6.2	13.2	13.5	13.0	12.9
$ 60,000 to $ 69,999	8.3	11.3	5.8	6.5	9.7
$ 70,000 to $ 79,999	8.3	5.7	1.9	3.9	7.5
$ 80,000 to $100,000	2.1	5.7	11.6	10.4	7.5
$100,000 to $150,000	0	5.7	9.6	3.9	7.5
Over $150,000	2.1	3.8	3.8	2.6	3.2
Total	100.0	100.0	100.0	100.0	100.0
Number Responding	48	53	52	77	93
Median Income	$41,786	$48,179	$46,999	$45,879	$48,182
Mean Income	$44,708	$54,830	$57,202	$51,610	$54,823
Percent Over $25,000	81.3%	84.9%	78.9%	83.1%	84.9%

Community Data 1979 --- Median Family Income --- $30,900
Percent of Families over $25,000 --- 67.5%
DAILY HERALD Data 1986 --- Median Income --- $50,621

	Degree Credit			Non-Degree Credit		
Primary Ethnic Background	1987	1988	1989	1987	1988	1989
White Caucasian	94.0	84.9	87.4	95.0	89.4	91.6
Latino, Mexican American	1.3	1.1	2.0	1.4	0	.9
Asian American	2.1	5.6	7.4	1.4	3.2	4.2
Black American	1.5	1.7	1.1	1.4	.5	.5
Native American	.3	3.6	.3	.4	5.1	.9
Foreign Students (F/J Visa)	.5	.6	.3	.4	0	.5
Other Amer. Ethnic Minority	.3	2.5	1.4	0	1.8	1.4
Number Responding	388	359	349	220	217	215

Language Used Most at Home	Degree Credit 1987	1988	1989	Non-Degree Credit 1987	1988	1989
English	97.7	92.1	91.1	98.9	97.2	95.6
Spanish	.4	1.2	1.1	.7	.5	.4
Korean	0	.8	.8	.4	.9	0
Polish	.2	.5	.1	0	0	.7
German	0	.4	.4	0	0	.7
Italian	0	.3	.3	0	0	0
Hindi/Gujurati	.3	1.5	.7	0	0	0
Arabic	.1	0	.3	0	0	.4
Greek	0	.3	.3	0	0	0
Vietnamese, Thai, Cambodian, Laotian	0	0	.3	0	0	0
Filipino	.2	0	.4	0	0	.4
Japanese	.2	.5	3.2	0	.5	.9
Chinese	.2	.9	.3	0	.7	.9
Pakistani/Urdu	.1	.5	.5	0	0	0
Scandinavian	.6	0	0	0	.2	0
Portuguese	0	.3	0	0	0	0
Russian	0	.5	0	0	0	0
Estonian	0	.2	0	0	0	0
Turkish	0	0	.3	0	0	0

Length of Time Planned to Stay at Harper as Student						
More than 3 years	17.2	17.6	16.0	26.7	22.1	37.2
Three years	10.8	13.3	13.1	4.2	5.5	7.4
Two years	31.2	25.8	28.5	15.7	6.6	10.6
One year	19.5	18.4	16.9	10.0	8.9	15.4
Just this semester	21.0	24.9	25.6	40.3	56.9	29.3
Occasionally	.3	0	0	2.1	0	0
Average Number of Semesters	3.7	3.8	3.8	3.5	3.1	4.5
Number Responding	374	369	344	191	181	188

Plans for a Major Field	Degree Credit 1987	1988	1989	Non-Degree Credit 1987	1988	1989
Have had no major field change since attending Harper	53.5	48.2	46.6	24.5	19.8	26.3
Have changed major field or plan to change major field of study	16.8	18.5	18.5	9.7	6.4	8.1
Do not need major field of study	11.6	15.0	13.3	49.0	59.1	47.3
Searching for a field	10.9	13.0	14.7	5.0	5.6	4.0
Bachelor's degree student entering a new field	4.9	4.2	4.4	11.3	9.1	14.2
Transfer students entering a new field	2.3	1.1	2.5	.5	0	0
Number Responding	387	368	354	198	187	186
Highest Degree Planned						
Certificate	0	0	0	--	--	--
No degree or certificate	17.0	16.4	19.0	51.7	60.5	42.5
Associate Degree	28.0	26.9	24.8	10.8	8.5	9.0
Bachelor's Degree	39.1	35.6	38.8	18.2	10.8	29.2
Master's Degree	13.9	18.4	14.9	17.3	16.0	15.6
Ph.D, Ed.D, L.L.D., M.D.	2.0	2.7	2.5	2.0	4.2	3.8
Number Responding	389	365	363	203	212	212
Highest Educational Level Attained Prior to Attending Harper						
Not a high school graduate	1.0	.5	.8	2.7	3.6	2.2
High school graduate	51.9	52.9	53.0	22.1	18.9	18.5
GED equivalency diploma	1.3	3.2	1.9	1.3	.9	1.3
Technical or business school graduate	2.8	3.7	2.4	3.1	1.8	3.5
Some college	26.6	22.5	26.5	19.2	18.4	19.8
Associate degree	3.8	3.5	2.4	1.8	5.0	2.2
Some hours beyond associate degree	1.8	2.4	1.4	3.1	1.4	3.1
Three years nursing degree	0	.3	0	.9	.9	.9
Bachelor's degree	8.8	10.2	9.7	32.6	29.7	36.6
Master's degree or higher	2.0	.8	1.9	13.2	19.4	11.9
Number Responding	395	374	370	224	218	227
Percentage Baccalaureate degree or higher	10.9	11.0	11.6	45.8	50.1	48.5
Percentage Baccalaureate degree or higher among only those 21 or older	14.8	16.0	18.2	47.9	50.1	51.4

ESTABLISHING A RELATIONSHIP WITH HARPER

How Student First Heard About Harper

	Degree Credit			Non-Degree Credit		
	1987	1988	1989	1987	1988	1989
Parents, friends or relatives	31.3	25.7	38.5	18.3	18.8	19.1
Saw the Campus or live close to the campus	23.0	30.9	24.0	29.2	32.6	31.1
Cannot remembers when first heard about Harper	6.2	10.5	6.1	5.9	1.8	8.2
Semester schedule received in the mail	7.9	6.1	5.8	15.9	14.8	12.0
Literature at high school	6.6	3.9	5.5	2.3	1.3	1.1
High school counselor - teacher	5.3	6.3	4.5	2.2	1.6	.6
Materials received in the mail from Harper	2.4	2.1	3.3	1.9	7.5	4.9
Newspaper articles or advertising	2.7	3.8	3.2	10.1	7.7	8.5
Heard about it through work	4.1	3.6	2.4	5.6	3.8	7.7
Inquiries for special program	5.0	2.3	2.2	4.4	2.3	4.1
From other colleges	1.7	2.0	1.5	.4	.9	.5
Employment near/at Harper	1.4	1.3	1.1	1.6	4.4	0
Referendum or tax bill	0	.3	.6	.4	.4	1.1
Real estate agent, mover, or Welcome Wagon	.7	0	.6	.7	.1	.2
Senior Citizens Center	0	0	.4	0	1.0	0
Public Library	.3	.3	.3	0	.4	0
Talked to Harper counselor or faculty members	.3	0	.1	1.1	.2	.1
High school competition	--	0	0	--	.4	0
Visit by Harper representative to high school	0	.5	0	0	0	0
Harper area cooperative program	.8	0	0	0	0	.7
Scholarship opportunity	0	.4	0	0	0	0
Harper open house	0	0	0	0	0	.2

What or Who Most Convinced Student to Attend Harper

	Degree Credit			Non-Degree Credit		
	1987	1988	1989	1987	1988	1989
Parents, friends or relatives	22.8	19.2	22.6	16.1	18.2	14.2
It is convenient to get to	13.8	21.1	19.8	13.1	17.8	14.4
I could get specific program or course	16.3	11.8	13.0	22.2	21.6	20.6
It is so inexpensive	8.6	9.9	7.7	2.8	1.8	10.0
Broaden knowledge base	9.4	8.8	7.1	8.3	11.5	9.5
No particular reason or my own personal motivation	6.2	4.4	6.0	2.5	1.8	3.1
Literature at work, employer, fellow employees, or professional association	3.0	1.7	3.8	5.5	3.9	3.8
Harper's reputation for excellence	2.6	4.0	3.5	.2	1.2	1.9
Semester schedule received in the mail	2.7	2.4	3.4	14.5	9.6	10.9
It is easy to transfer courses to a four-year college	3.9	4.7	2.7	.9	.4	.7
It is a good place to find direction in your life	1.4	3.5	2.6	1.2	.9	1.2
Harper is better than closest community college	1.3	.4	2.5	.5	0	.6
Could not get accepted at any other college or was dropped by 4-year college	.8	.6	1.7	0	0	0
High school counselor	1.3	1.1	.6	.9	1.1	0
A visit to Harper's campus talking to faculty or counselors	.6	.9	.6	1.2	1.4	.9
Material received from Harper in the mail	1.4	.8	.6	4.1	2.0	2.7
Wanted to use VA benefit	.1	.5	.6	0	0	0
Faculty or staff at another college	.8	.1	.4	.9	.9	0
Literature in high school	.3	.6	.3	.5	.7	0
Scholarships available	.5	.3	.3	0	0	0
Economic environment	.3	.7	.1	0	0	0
Facilities on the campus were impressive	.7	.6	.1	.9	.3	.8
Newspaper articles or advertisements	.1	.5	.1	2.1	1.1	1.4
Wanted a better job	.5	.8	0	0	0	0
Athletic program	0	.3	0	.6	0	1.1
Harper area cooperative another college	0	.3	0	0	0	0
Insurance reasons	0	0	0	0	0	.1
Worked at Harper	0	0	0	.5	3.4	2.2
Moved into area	.3	0	0	--	.4	0
Could work while attending	.3	0	0	.5	0	0

Sources from which greatest help was received in obtaining needed information at Harper

	Degree Credit Percent			Non-Degree Credit Percent		
	1987	1983	1989	1987	1988	1989
College catalog or handbook	43.3	39.0	45.2	29.2	14.9	31.7
College semester schedule	28.0	18.8	26.2	37.7	31.0	37.1
Brochures or letters received in the mail	31.2	26.4	26.2	39.1	33.9	34.3
Faculty	31.0	21.4	24.8	18.9	9.5	13.6
Other students	23.2	16.9	24.3	7.1	4.1	8.6
Counselors at Harper	30.2	23.0	22.1	9.0	5.0	7.7
Found information I needed on my own	21.4	17.4	18.3	12.7	6.6	8.1
Newspaper releases	11.8	12.9	14.2	17.9	22.3	19.5
Admissions Office	13.1	11.1	10.4	9.0	7.4	6.3
Relatives or friends	9.8	6.3	9.0	5.2	7.0	9.5
Posters or bulletin board	6.5	5.0	7.1	2.4	1.2	1.8
Other Harper staff	8.8	8.4	6.8	8.0	5.0	7.7
Student Paper (Harbinger)	7.0	4.0	5.7	.9	.8	3.6
Information booth	4.5	4.7	4.4	4.2	1.7	3.2
Employer or fellow workers	4.3	2.6	4.4	2.4	2.9	4.5
Business Office	2.0	2.6	2.7	3.3	.4	1.8
High school counselor	1.0	1.3	2.7	.5	0	.5
Library	1.8	1.8	2.2	1.9	1.7	.9
Did not receive enough information	1.8	3.4	1.9	3.3	1.7	1.8
Orientation program or open house	2.5	.5	1.1	0	.4	.5
Fin. Aid and Veterans Office	1.8	1.6	.8	.5	0	.9
Outside community agency	0	.8	.8	0	0	.5
Career development course or College survival class	3.3	.5	.8	.9	.8	1.4
Displays in community	.3	.3	.8	1.4	.8	.5
Employment at Harper	1.3	.5	.5	.5	1.7	2.3
Computer terminal	.3	1.1	.3	.5	0	0
Senior Citizens Center	0	0	.3	.9	.4	2.3
Participation in student activities	0	.5	0	.9	0	.5
What students plan to do when they leave Harper						
Transfer to another educational institution	41.2	41.7	47.0	5.2	2.7	7.8
Obtain a job	15.7	14.6	13.2	3.9	3.2	4.7
Continue at Harper/use education for personal development	10.8	16.6	11.3	34.8	42.1	41.4
Continue on same job	10.3	12.5	11.3	31.7	37.2	32.1
Get a promotion/better job	9.0	7.9	7.2	8.0	6.0	4.2
Not sure	9.0	4.4	6.6	5.3	2.1	3.1
Become/Cont. as a homemaker	.8	.1	1.6	5.6	2.9	3.8
Become self employed	2.2	1.5	.9	3.1	1.8	1.7
Move out of the area	.9	.4	.5	.9	1.9	1.4
Retirement	0	0	.3	.9	0	0
Armed Services	0	.3	0	0	0	0
Finish high school	0	0	0	.6	.1	0
Number Responding	401	376	371	224	222	212

Principle Purpose in Enrolling at Harper

	Degree Credit Percent			Non-Degree Credit Percent		
	1987	1988	1989	1987	1988	1989
Enroll in baccalaureate oriented program in order to transfer to a four-year college	33.6	32.7	39.6	4.6	2.4	4.3
Enroll in a specific career program	32.0	29.0	22.8	13.5	7.9	13.0
Take courses for general interest	14.2	16.2	15.2	59.4	71.3	65.5
Search for a major field of interest	11.4	13.0	13.3	3.6	5.0	5.0
For retraining or refresher purposes	7.4	6.8	4.9	18.5	12.4	11.8
To learn the English language	1.4	2.3	4.2	.4	1.0	.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	387	370	356	219	209	212

Means of Transportation to Harper

Drive my own car	87.2	91.2	89.0	92.2	93.4	89.6
Use family car	6.8	5.9	8.3	2.0	1.3	4.8
Ride with someone else	2.0	1.1	1.6	3.3	2.7	3.0
Company Van/Car	.7	.8	0	1.3	1.8	1.7
Car pool	1.5	.5	.3	0	0	.9
Take bus	1.2	.5	.5	.8	.4	0
Walk	.3	0	0	.4	0	0
Bicycle	.3	0	.3	0	.4	0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	398	375	373	225	224	230

Preference for Public Transportation or Car Pool

Not interested	83.3	88.5	90.2	88.4	91.4	93.8
Would be interested in bus transportation	9.3	9.4	7.0	8.5	5.5	4.4
Would prefer car pool	6.9	2.1	2.8	3.1	3.2	1.8

Sources of Financing Education at Harper College

Source of Financing	Degree Credit Student			Non-Degree Credit Student		
	Percent			Percent		
	1987	1988	1989	1987	1988	1989
Self	46.6	47.7	47.1	72.1	70.9	62.6
Parents	19.1	20.2	24.6	5.1	3.9	5.4
Employer Contribution	18.1	18.9	11.2	13.2	14.5	11.4
Spouse	10.4	8.6	11.8	7.2	10.2	12.9
Veteran Benefits	.2	2.2	1.4	.2	0	0
Scholarships	3.7	1.7	2.5	2.0	0	2.4
Loans	1.9	.7	1.4	.2	.5	5.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

APPENDIX

- Survey Instrument

- Cover Letter

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398
708-397-3000

Fall 1989

Dear Student:

Because of State and community requirements and because of a desire on our part to be more responsive to community needs, it is imperative for us to obtain information on our student body.

To that end, we are asking you to respond to this questionnaire as a part of a random sample of Harper College students. Since this is only a sample, it is very important that each student selected answer the survey as completely as he/she can and mail it back to the College. Any information you supply will be kept strictly confidential among appropriate college administrators.

The number on the survey enables us to take your name off the mailing list when your completed response is received. This saves us the cost of unnecessary mailings and saves you the bother of receiving a second copy of the survey in addition to a follow-up telephone call.

We greatly appreciate your response to this survey. When you have completed it, please place it in the self-addressed envelope which is enclosed for your convenience.

Very truly yours,

John A. Lucas, Director
Planning and
Institutional Research

jc

SC/89

STUDENT CHARACTERISTICS QUESTIONNAIRE

Please respond to each item by checking (✓) the ONE most appropriate answer for each question.

****
*This number identifies you *and when we receive your *completed survey enables us *to remove your name from the *mailing list so you will not *be bothered with a second *mailing of the survey or a *follow-up telephone call.
****

I. DEMOGRAPHIC

1. Sex -- _____ Male _____ Female

2. Marital Status -- Check (✓) one.

_____ A. Single
_____ B. Married
_____ C. Divorced
_____ D. Widow/Widower

3. Age - Check (✓) one.

_____ A. 16
_____ B. 17
_____ C. 18
_____ D. 19
_____ E. 20
_____ F. 21
_____ G. 22-25
_____ H. 26-30
_____ I. 31-35
_____ J. 36-40
_____ K. 41-45
_____ L. 46-55
_____ M. 56-65
_____ N. Over 65

4. Your present full-time occupation. If retired or inactive, mark previous occupation. Check (✓) one.

_____ A. Managerial or executive (business executive, banker, store manager)
_____ B. Professional (doctor, lawyer, professor, nurse, R.N.)
_____ C. Sales - professional
_____ D. Semi-professional or technical (programmer, lab technician, secretary)
_____ E. Semi-skilled (machine operator, construction worker, clerk)
_____ F. Skilled trades (electrician, carpenter, plumber)
_____ G. Small business owner or farm owner
_____ H. Supervisor or public official (office manager, policeman)
_____ I. Unskilled (general laborer, farm laborer)
_____ J. Student, not employed full time
_____ K. Homemaker and student

5. What do you plan to do when you leave Harper? Check (✓) one.

_____ A. Transfer to another educational institution.
_____ B. Obtain a job
_____ C. Obtain a promotion
_____ D. Continue on same job as I have now
_____ E. Become/continue as a homemaker
_____ F. Do not plan to leave Harper - plan to continue to use Harper off and on over the years for my own personal development.
_____ G. I am not sure
_____ H. Move out of the area
_____ I. Become self-employed
_____ J. Join the Armed Forces
_____ K. Other (specify)_____

_____

_____

_____

6. Primary ethnic background. Check (✓) one.

_____ A. Asian American/Oriental - Chinese, Japanese, Korean, Hawaiian, Indian Samoan or Filipino
_____ B. American Indian
_____ C. Black American
_____ D. Mexican American
_____ E. All other American ethnic minorities, such as Puerto Rican, Cuban, Spanish, or Latin American, etc.
_____ F. White American of European descent
_____ G. Foreign students who carry "F" or "J" visa
_____ H. Other (specify)_____
_____
_____ I. I prefer not to answer this question.

7. Your total income last year exclusive of parents' income (include spouse if married). Check (✓) one.

_____ A. Less than $ 5,000
_____ B. $ 5,000 - $ 7,499
_____ C. $ 7,500 - $ 9,999
_____ D. $10,000 - $11,999
_____ E. $12,000 - $14,999
_____ F. $15,000 - $19,999
_____ G. $20,000 - $24,999
_____ H. $25,000 - $29,999
_____ I. $30,000 - $ 34,999
_____ J. $35,000 - $ 39,999
_____ K. $40,000 - $ 49,999
_____ L. $50,000 - $ 59,999
_____ M. $60,000 - $ 69,999
_____ N. $70,000 - $ 79,999
_____ O. $80,000 - $100,000
_____ P.$100,000 - $150,000
_____ Q. Over $150,000

8. Transportation - Check (✓) your primary mode.

_____ A. Drive my own car
_____ B. Ride with someone else
_____ C. Use family car
_____ D. Car Pool
_____ E. Motorcycle
_____ F. Bicycle
_____ G. Take Bus
_____ H. Walk
_____ I. Drive company car/van

9. Would you prefer public transportation or would you like to be contacted for a car pool? Check (✓) ALL that apply.

_____ A. I would be interested in bus transportation
_____ B. I would prefer to be in a car pool
_____ C. Not interested in either

10. What is the highest educational level you attained prior to attending Harper? Check (✓) one.

_____ A. Some high school
_____ B. High school graduate
_____ C. GED equivalency diploma
_____ D. Technical or business school graduate
_____ E. Some college
_____ F. Associate degree -- community college degree
_____ G. Some hours beyond associate degree
_____ H. Three year nursing degree
_____ I. Bachelor's degree (B.A. or B.S.)
_____ J. Master's degree
_____ K. PhD. or Ed.D - Doctorate

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II. FAMILY INFORMATION

1. Which language is most used at home? Check (✓) one.

_____ A. English	_____ H. Japanese	_____ N. Filipino
_____ B. Spanish	_____ I. Chinese	_____ O. Latvian
_____ C. German	_____ J. Vietnamese, Thai, Cambodian, Laotian	_____ P. Arabic
_____ D. Italian		_____ Q. Other (specify)
_____ E. Polish	_____ K. Korean	_____
_____ F. French	_____ L. Hindu	_____
_____ G. Greek	_____ M. Scandanavian	

2. What age children do you have? Check (✓) ALL that apply.

_____ A. Have no children
_____ B. Have pre-schoolers at home
_____ C. Have school age children at home
_____ D. Have post high school children at home
_____ E. Have children who have left home

3. Are you financially independent (less than $600 from parents and not listed as income tax dependent)? Check (✓) one.

_____ A. Yes - live away from parents

_____ B. No - live with parents

_____ C. Yes - but live with parents and pay for room and board and all other expenses

4. To plan financial aid programs for entering students, colleges need to know the financial background of their students. If your parents still claim you as a dependent, please estimate as accurately as possible your parents' income before taxes. (Leave blank if considered confidential or if you do not know or if you are financially independent of parents). Check (✓) one.

_____ A. Less than $5,000	_____ I. $ 35,000 to $ 39,999
_____ B. $ 5,000 to $ 8,999	_____ J. $ 40,000 to $ 49,999
_____ C. $ 9,000 to $12,999	_____ K. $ 50,000 to $ 59,999
_____ D. $13,000 to $16,999	_____ L. $ 60,000 to $ 69,999
_____ E. $17,000 to $20,999	_____ M. $ 70,000 to $ 79,999
_____ F. $21,000 to $24,999	_____ N. $ 80,000 to $100,000
_____ G. $25,000 to $29,999	_____ O. $100,000 to $150,000
_____ H. $30,000 to $34,999	_____ P. Over $150,000

5. What are the sources of financing your education while at Harper College? Include ONLY tuition, fees, books, and school supplies. DO NOT include living expenses. Give the approximate percentages that add up to 100 percent.

	Percent
A. Self ----------	_____
B. Spouse----------	_____
C. Parents ----------	_____
D. Scholarships ----------	_____
E. Veterans Benefits -------	_____
F. Loans ----------	_____
G. Employer Contribution ---	_____
Total	100%

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III. ESTABLISHING A RELATIONSHIP WITH HARPER COLLEGE

1. How did you first hear about Harper College? Check (✓) one.

_____ A. Parents, friends, or relatives
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. Saw the campus or live close by
_____ F. Newspaper articles or advertising
_____ G. Semester schedule received from Harper in the mail
_____ H. Harper area high school cooperative career orientation program
_____ I. Cannot remember when I first heard about Harper College
_____ J. Visit by Harper representative to my high school
_____ K. Heard about Harper through employees where I am employed
_____ L. Talked to Harper counselor or faculty member
_____ M. Real estate agent
_____ N. Welcome Wagon
_____ O. Wanted specific program - found Harper College had it.
_____ P. Brochures or letters received from Harper through the mail
_____ Q. Senior Citizen Center
_____ R. Employed near Harper College
_____ S. Saw or toured Harper Van
_____ T. Saw or visited display at a shopping center
_____ U. Harper College open house
_____ V. Heard about Harper at the college I attended before
_____ W. Referendum or tax bill
_____ X. From the public library
_____ Y. High school competition at Harper College
_____ Z. Scholarship Opportunity
_____ AA. Other (specify)_____

2. What or who most convinced you to first attend Harper College? Check (✓) one.

_____ A. Parents, friends, or relatives
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. The fact that it was so inexpensive
_____ F. The fact that it is so convenient to get to
_____ G. Semester schedule received from Harper through the mail
_____ H. The facilities on the campus impressed me
_____ I. A visit to Harper's campus talking to faculty or counselors
_____ J. Harper area high school cooperative career orientation program
_____ K. Newspaper articles or advertisements
_____ L. The fact I could get specific program or course(s) which I wanted
_____ M. No particular reason
_____ N. Brochures or letters received from Harper through the mail
_____ O. I found it was easy to transfer courses to a four-year college
_____ P. Employees at work convinced me
_____ Q. Wanted to use V.A. benefits
_____ R. Harper College is better than the closest community college
_____ S. Scholarships available
_____ T. It is a good place to find direction for your life
_____ U. I worked at Harper College
_____ V. The economy and the availability of jobs
_____ W. Could not get accepted at any other college
_____ X. Faculty or staff at another college recommended Harper College
_____ Y. Insurance reasons
_____ Z. Harper's reputation for excellence
_____ AA. Athletic Program
_____ BB. I wanted to broaden my knowledge base
_____ CC. Other (specify)_____

IV. GOALS AT HARPER COLLEGE

1. During the fall semester were you -- _____ Full-time student (12 hours or more)
   _____ Part-time student

2. When were you enrolled during the fall semester? Check (✓) one.

   _____ A. All courses were during the day - 7 a.m. to 5 p.m.
   _____ B. All courses were in the evening - 5 p.m. to 11 p.m.
   _____ C. All courses were on weekends
   _____ D. A mixture of times -- Give number of hours in each time period
   _____ credit hours during the day
   _____ credit hours in the evening
   _____ credit hours on the weekend

3. Where were you enrolled during the fall semester? Check (✓) one.

   _____ A. All courses on the main campus in Palatine
   _____ B. All courses at Barrington High School
   _____ C. All courses at Schaumburg High School
   _____ D. All courses at the Northeast Center
   _____ E. All courses at another off-campus location
   _____ F. A mixture of locations -- Give number of hours at each location
   _____ credit hours main campus
   _____ credit hours Barrington High School
   _____ credit hours Schaumburg High School
   _____ credit hours Northeast Center
   _____ credit hours other location

4. Which of the following best indicates why you enrolled at Harper? Check (✓) one.

   _____ A. To enroll in a baccalaureate oriented program in order to transfer to a four-year college (specify field)_____
   _____ B. To enroll in a specific career program (specify)_____
   _____ C. To search for a major field of interest
   _____ D. To take courses for general interest
   _____ E. For retraining or refresher purposes
   _____ F. To learn the English language

5. Which of the following statements applies to you? Check (✓) one.

   _____ A. I have a definite major field which has remained unchanged since entering Harper College.
   _____ B. I have changed fields since entering Harper College.
   _____ C. I plan to change my major field in the near future.
   _____ D. I do not have a major field of study and do not need one at the present time.
   _____ E. I am searching for a field.
   _____ F. I am a transfer student and entering a different curriculum at Harper College.
   _____ G. I have a bachelor's degree or higher and starting a new program at Harper College.

6. Please indicate how long you presently plan to attend Harper? Check (✓) one.

   _____ A. More than three years
   _____ B. Three years
   _____ C. Two years
   _____ D. One year
   _____ E. Just one semester

GOALS (continued)

7. Highest degree planned or earned. Check (x) one.

_____ A. None -- no degree

_____ B. Associate - Community College degree

_____ C. Bachelor's (B.A. or B.S.)

_____ D. Master's (M.A. or M.S.)

_____ E. PhD. or Ed.D

8. As a student, from what source do you receive the greatest help in obtaining information you need to know about Harper College? Check (✓) ALL that apply.

_____ A. Faculty
_____ B. Other Harper staff
_____ C. Counselors at Harper
_____ D. Brochures
_____ E. College catalog
_____ F. Other students
_____ G. Newspaper releases
_____ H. Semester schedule
_____ I. Employer or fellow workers
_____ J. Find information I need on my own
_____ K. Admissions office
_____ L. Relatives or friends
_____ M. Posters or bulletin board
_____ N. High school counselor
_____ O. Career development courses or college survival course
_____ P. Senior citizen center
_____ Q. Did not receive enough information
_____ R. Business office
_____ S. Financial Aid Office
_____ T. Computer terminal
_____ U. Learning Resource Center (Library at Harper)
_____ V. Student newspaper -- The Harbinger
_____ W. Student activity participation
_____ X. Information Booth
_____ Y. Displays in the community
_____ Z. Community agency
_____ AA. My employment at Harper College
_____ BB. Public library in community
_____ CC. Orientation program or open house
_____ DD. Other (specify)_____

_____

_____

_____

_____

_____

THANK YOU FOR RESPONDING TO THIS SURVEY!

S/C-89

Operational Staff:

Secretary: Janice A. Cook
Mailing and Tabulation: Mary S. Joseph
Telephoning: Linda Goers
Jody Breimon

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ERIC Clearinghouse for
Junior Colleges
MAR 8 1991